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ABSTRACT

The study described in this report was conducted in order to determine the effects of self concept and selected demographic and economic variables on attrition. Data are drawn from a group of 74 disadvantaged adult students who enrolled in a college preparatory program at the Syracuse Educational Opportunity Center (S.E.O.C.). Demographic variables considered were age; sex; ethnicity; marital, employment, and household status; source and amount of income; urban, suburban, or rural residence; and household size. Academic variables included course load, achievement test score, and significant others, while self concept was measured with a number of variables concerning identity and social, ethical, and personal attitudes. Results of the study indicate: (1) significant differences in self concept between the study group and the norm group of the Tennnessee Self-Concept Scale, in the areas of self criticism, identity, behavior, total variability and definiteness; (2) aignificant differences between early and late dropouts in terms of California Achievement scores and days and hours of instruction, but none in terms of employment status or position as head of household. (Author/GC)

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NON-INTELLECTUAL CORRELATES OF ATTRITION AMONG DISADVANTAGED ADULTS

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Educators through the ages have been plagued with attrition and its accompanying consequences. This is evidenced, in part, by the proliferation of programs designed specifically for an academically disadvantaged clientele. Even though the majority of these programs were designed for a youthful population, the last decade has given rise to a number of adult programs.

The problem of attrition is prevalent also among these programs. Steele (1973) gave the following client characterization for such programs:

> With few exceptions, disadvantaged adults are not an efficient clientele to help make major gains. Although some are immediately able and highly motivated, many have suffered school and non-school experiences that have reduced their faith in their ability to learn and interest in learning. The kind of input needed to establish trust and increase motivation is much greater than in many other programs. In addition, many of the clients face crisis interruptions that are more important than program participation. So attendance is often irregular and dropouts frequent for reasons other than disliking the program. (pp. 17-18)

A number of questions come to mind in view of the ever present problem of student attrition in educational programs. One of the more obvious questions is, "What are some of the factors that contribute to attrition in programs for the disadvantaged?"

In the study of attrition among college students, Rose and Elton (1961), Gottlieb (1962), Gekoski and Schwartz (1961), DiCesare Et. Al. (1970), Sedlacek, Brooks and Glenwood (1972), all examined one or more "non-intellectual" correlates of attrition. They all concurred that socio-economic status, ethnicity and sex group were important in explaining the variance between the dropout and the stayer or persister.

Sewell (1971), utilized a stepwise regression model to actually disaggregate socio-economic status into its component parts and account for the contribution of each component to attrition. Sewell listed parents' income, mother's education, father's education and father's occupation as the components of socio-economic status. He further decomposed the influence of "significant others" into parental encouragement, teachers' encouragement and peers' plans.

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It is possible for one to infer from the literature, that there are a number of demographic and academic variables that are correlates of attrition (Wingate, 1979). These variables range from socio-economic status to the amount of encouragement received.

This investigation constituted a descriptive and comparative study focusing on selected demographic and academic variables, along with self-concept. The following statements describe the aims of this study more specifically:

1. To describe a group of 74 disadvantaged adult students who enrolled in the college preparatory program at the Syracuse Educational Opportunity Center (S.E.O.C.) during the fall quarter (September 1977 through January 1978).

2. To describe the differences between two sub-groups (early dropouts and late dropouts).

3. To ascertain the variance between the groups across selected demographic and academic variables, and self-concept.

The variables which were studied for purposes of assessing the relationships are as follows:

Demographic Variables

1. Age
2. Ethnic Category
3. Sex
4. Marital Status: a.) Married b.) Single c.) Divorced d.) Widowed e.) Separated
5. Employment Status: a.) Employed b.) Unemployed c.) Retired
6. Household Status: a.) Head of Household b.) Non-head of Household
7. Income
8. Source of Income (Veterans Benefits, Welfare, Spouse)
9. Residential Area: a.) Urban b.) Suburban c.) Rural
10. Number of Persons in Household

Academic and Related Variables

1. Number of Courses Enrolled In
2. Score on California Achievement Test (C.A.T.)
3. Number of Days in Attendance
4. Hours of Instruction
5. Significant Others
6. Mean Support

Self-Concept Variables

1. Self-Criticism
2. Identity
3. Self-Satisfaction
4. Behavior
5. Physical Self
6. Moral-Ethical Self
7. Personal Self
8. Family Self
9. Social Self
10. Total Self
11. Total Variability
12. Distribution

METHODOLOGY

Setting

The setting for the research presented in this report was the Syracuse Educational Opportunity Center (S.E.O.C.). The SEOC is a compensatory education program for adults, that is administered by the Morrisville Agricultural and Technical College. The major purpose of this program is to prepare economically and/or academically disadvantaged adults for college and/or employment.

Instrumentation

The demographic data were gathered from the E.O.C. application form and the self-concept data were gathered from the Tennessee Self-Concept Scale. Researcher-developed questionnaires were utilized to assess the following: the role of significant others in the decision of students to enter school, student expectations and student experiences. The data gathered from these instruments were used to assess the relationship between significant others and self-concept.

The Tennessee Self-Concept Scale (T.S.C.S.) The T.S.C.S. is a standardized Likert-Type scale that was normed on a sample of 626 people from different parts of the country, ranging in age from 12 to 68. According to Fitts (1965), the norms were based on equal numbers of both sexes with a representative number of individuals from various socio-economic backgrounds and educational levels.

The counseling form of the T.S.C.S. which assesses twelve (12) different components of the self-concept was utilized. A description of these components follows:

1. Self-Criticism. This scale is composed of statements that are slightly derogatory in nature. They put the individual in the position of either admitting to the truth of the statements or rejecting the statements. A low score indicates defensiveness.

2. Identity. This score indicates how an individual sees himself.

3. Self-Satisfaction. This score indicates the level of self acceptance.

4. Behavior. This score indicates the person's perception of how he functions.

5. Moral-Ethical Self. This score indicates the individual's perception of his moral worth and his judgment as to whether he/she is a good or bad person. It also indicates his/her acceptance of religion or lack of it.

6. Physical Self. This is a score of how the individual views his body, his health, his appearance, and his motor skills.

7. Personal Self. This score reflects the person's feelings of adequacy and personal worth.

8. Family Self. This score measures one's feelings of adequacy as a family member.

9. Social Self. This score reflects one's feelings of adequacy in interactions with others.

10. Total Self. This score reflects the overall level of self esteem. Persons with high scores tend to like themselves, have self-confidence and a sense of worth. Persons with low scores tend to be doubtful about themselves, lack self-confidence, and see themselves as undesirable.

11. Total Variability. This score reflects the amount of inconsistency from one area of self-perception to another.

12. Distribution. This score reflects how one distributes. (Fitts, 1965)

Procedures

Permission to conduct this study was obtained from the State University of New York, Office of Special Programs and the Agricultural and Technical College of Morrisville. The population of interest was the entire group of students who enrolled in the S.E.O.C. College Preparatory Program between September 1977 and January 1978. This group consisted of 74 students.

Students were given appointments for testing at the time they completed their applications for enrollment. Each student who kept his/her appointment was administered the Tennessee Self-Concept Scale, and the Significant Others Questionnaire. The instruments were thoroughly checked at the end of the testing period to insure that there were no missing names or questions left unanswered.

Students were assured that the results would be treated confidentially. They were also told that they would be contacted shortly after they left the school if for some reason they dropped out prior to completing their program. They were asked to cooperate if they

were contacted after having dropped out by answering questions pertaining to their decision to drop out. It was then announced that, in any event, they would be contacted in three weeks to arrange a convenient time for retesting on one of the instruments that had been administered. In order to get a representative number of students for the study, the instruments were administered on four different occasions. Approximately 19 students were tested on each occasion.

Once the instruments had been administered, enrollment applications were located for each student who had completed the instruments. The demographic data and the California Achievement scores were extracted from each application.

The T.S.C.S.'s were then scored by the researcher and checked by a counselor. The data were then recorded on the data forms. Responses were tallied and a mean was computed for each Expectations questionnaire and each Significant Others questionnaire. Attendance was monitored closely and when a student was found not attending classes, contact with the student was attempted by telephone, mail or home visit for purposes of ascertaining the reasons. Those students who were found to be attending regularly were contacted three weeks after their enrollment date for purposes of arranging the post test experience during the end of the fourth week of attendance. These students were administered the Experience Questionnaire and the T.S.C.S. These instruments were then scored and the data were recorded.

The attendance of these students was monitored during the remaining part of the school year and whenever students were found not to be attending, the same contact procedure referred to earlier was put in force. This activity was carried on continously throughout the quarter.

This section has given a detailed report of the procedures that were utilized in collecting the data. The next section will report how the data were treated for purposes of answering the research questions.

Results and Analysis

Table I below portrays a description of the typical college preparatory student at the S.E.O.C. across selected demographic and related academic variables.

TABLE 1

DESCRIPTIVE STATISTICS OF THE COLLEGE PREPARATORY POPULATION ACROSS SELECTED DEMOGRAPHIC AND RELATED ACADEMIC VARIABLES

	Descriptive Statistics	
Variables	Mean	Standard Deviation
Age	23.99	7.1
Income	$3,558	$3,305
Number of Persons In Household	3	2
Number of Courses Taken	2.9	1.19
California Achievement Score	10.22	2.79

Table 2 shows the mean self-concept scores for the college preparatory population and the group on which the Tennessee Self-Concept Scale was normed. An examination of the two sets of scores reveals that the CPP scores were lower than the norm group on all variables with the exception of the Variability variable. These differences are shown graphically in Figure 1.

The results of a test for the significance of these differences are found in Table 2. The CPP group had significantly lower self-concept scores across the variables of self-criticism, identity, behavior and distribution of their responses (definiteness). The CPP group was higher in variability. These differences indicate that the CPP group was more variable and less definite with the way in which they saw themselves.

Table 3 portrays the self-concept data for the two groups (early dropouts, EDO and late dropouts, LDO). This table indicates that the only significant differences between early dropouts (EDO's) and late dropouts (LDO's) occurred on the Moral Ethical Self sub-scale.

TABLE 2

COMPUTED t-TESTS FOR DIFFERENCES IN MEANS

BETWEEN THE NORM GROUP AND THE CPP GROUP

	*Norm Group (N=626)		CPP (N=74)			
TSCS Scales	Mean	SD	Mean	SD	Diff.	t
Self Criticism	35.54	6.70	33.59	8.17	1.95	2.31**
Identity	127.10	9.96	119.39	14.80	7.71	5.93**
Self Satisfaction	103.67	13.79	101.12	15.37	2.55	1.48
Behavior	115.01	11.22	101.35	14.38	13.66	9.62**
Physical Self	71.78	7.67	65.45	8.04	6.33	6.66**
Moral Ethical Self	70.33	8.70	66.12	9.11	4.21	3.94**
Personal Self	64.55	7.41	62.89	8.03	1.66	3.70**
Family Self	70.83	8.43	64.46	8.36	6.37	6.13**
Social Self	68.14	7.86	62.35	8.46	5.19	5.33**
Total Self	345.57	30.70	322.0	33.19	23.57	6.19**
Total Variability	48.53	12.42	54.36	15.66	-5.83	3.71**
Distribution	120.44	24.19	115.35	29.27	5.09	1.67

*These scores were taken from the Tennessee Self-Concept Test Manual.

$t_{.05} = 1.96$

**Significant at the .05 level.

FIGURE 1
PROFILE SHEET
NORM GROUP vs. CPP GROUP

Tennessee Self Concept Scale

Counseling Form

NAME	SCHOOL GRADE	SEX M F	AGE	DATE	TIME STARTED	TIME FINISHED	TOTAL TIME

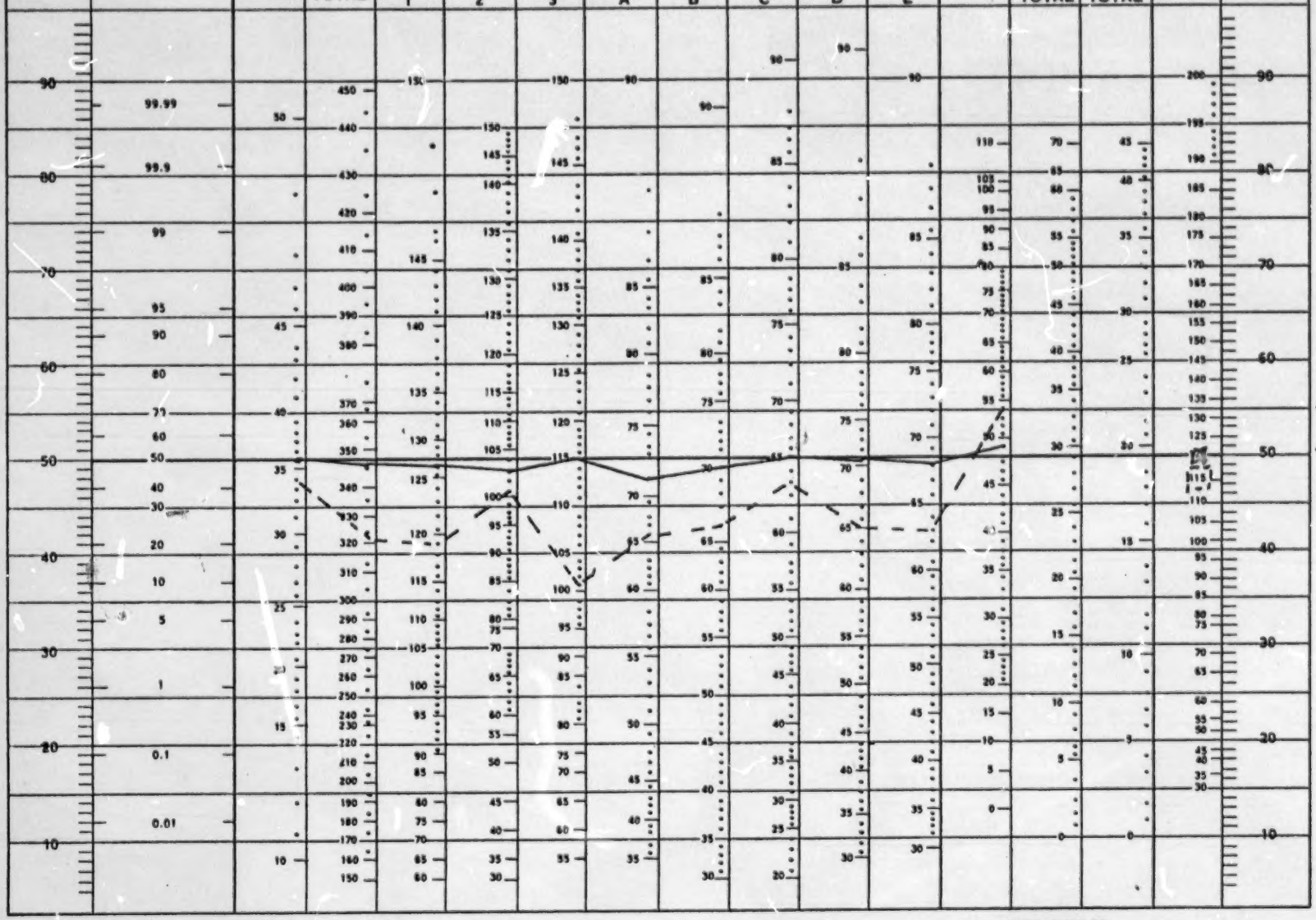

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TABLE 3

COMPUTED T-TESTS FOR
DIFFERENCES IN SELF CONCEPT
ARRANGED BY SUB-GROUPS

	SUB GROUPS					
	1. EDO		2. LDO			
TSCS Scales	Mean	SD	Mean	SD	Diff	t*
Self Criticism	34.69	8.33	32.55	7.99	2.14	1.13
Identity	120.97	14.01	117.89	15.54	3.08	.8927
Self Satisfaction	100.83	17.13	101.39	13.72	-.56	-.1556
Behavior	100.25	14.43	102.39	14.44	-2.14	-.6369
Physical Self	65.55	8.23	65.34	7.97	.21	.1115
Moral Ethical Self	68.19	8.01	64.16	9.74	4.03	1.94**
Personal Self	61.42	8.49	64.29	7.42	-2.87	-1.55
Family Self	64.69	7.38	64.24	9.28	.45	.2296
Social Self	62.75	8.48	63.13	8.55	-.38	-.1919
Total Self	322.61	33.24	321.42	33.57	1.19	.1532
Total Variability	53.81	17.14	54.89	14.33	-1.08	-.2943
Distribution	116.94	28.13	113.84	30.60	3.1	.4532

1. N=36, Degrees of freedom = 35

2. N=38, Degrees of freedom = 37

*$P_{.05}$ = 1.66

**Significant at the .05 level

Table 4 portrays the data on those academic and demographic variables that could be treated by means of t-tests. This table indicates that the EDO's differed significantly from the LDO's in terms of achievement, days and hours of instruction (persistence), and experiences.

TABLE 4

COMPUTED T-TESTS FOR
DIFFERENCES ACROSS THE
ACADEMIC AND DEMOGRAPHIC VARIABLES
ARRANGED BY SUB-GROUPS

Demographic Variables	SUB GROUPS 1. EDO Mean	EDO SD	2. LDO Mean	LDO SD	Diff	t*
Age	24.61	8.02	23.39	6.14	1.22	.7340
Income	3585.33	3205.34	3532.97	3439.98	52.36	.0676
Number of Persons in House	3.44	2.27	3.39	2.01	.05	.5344
Number of Courses	2.7	1.15	3.05	1.23	.35	-1.2855
C.A.T. Score	9.32	3.31	10.88	2.49	-1.56	-2.30**
Days of Instruction	2.58	3.73	37.47	31.01	-34.89	-6.7025**
Hours of Instruction	6.11	9.05	81.74	67.93	-75.63	-6.6219**
Expectations Score	3.19	.39	3.09	.59	.10	.8201
Experience Score	.08	.48	1.34	1.53	-1.26	-4.7160**
Significant Others	1.17	1.75	1.87	2.29	-.70	-1.4749
Mean Support	3.38	2.79	3.08	2.69	.30	.4742

1. Degrees of Freedom = 35
2. Degrees of Freedom = 37
*$P_{.05}$ = 1.66
**Significant at the .05 level

The LDO's were approximately a grade level and a half ahead of the EDO's and persisted approximately 7 weeks longer than the EDO's. Even though the two groups differed with respect to their experiences, the primary reason for this difference appeared to be the lack of recorded experiences on the part of the EDO's.

Several of the demographic variables did not lend themselves to the t-test treatment. These variables were categorical in nature and are discussed below in terms of the Chi square treatment (X^2).

Table 5 shows that no significant difference was found between the groups in terms of the number of students who were single and the number that were either married, divorced, widowed or separated. The lack of sufficient numbers of students in the individual categories of married, divorced, widowed and separated lead the researcher to lump these together under the "yes" category for marital status.

TABLE 5

MARITAL STATUS BY SUB-GROUP*

Sub-Group	Yes	No	Total
EDO	12 (12.6)	24 (23.4)	36
LDO	14 (13.4)	24 (24.7)	38
TOTAL	26	48	74

*X^2 = .005, $P_{.05}$ = 3.84

df = 1

Employment Status was treated in Table 6. It is indicated in this table that there was no significant difference between groups in terms of the number of students who were employed and unemployed.

TABLE 6

EMPLOYMENT STATUS BY SUB-GROUP*

Sub-Group	Employed	Unemployed	Total
EDO	14 (14.9)	22 (20.1)	36
LDO	17 (16.1)	21 (21.8)	38
TOTAL	31	43	74

*X^2= .001 $P_{.05}$ = 3.84

df = 1

TABLE 7

SOURCE OF INCOME
BY SEX AND ETHNIC GROUP

	Blacks		Caucasians		
Source of Income	Males	Females	Males	Females	Total
Employer	9	10	5	7	31
Veterans	0	0	1	0	1
Parents	3	4	1	3	11
Unemployment	2	0	0	1	3
Public Assistance	0	3	3	6	12
Spouse	0	1	0	4	5
Social Security	0	2	2	1	5
No Information	0	4	2	0	6
Total	14	24	14	22	74

Table 7 shows that the students received their income from a variety of sources. Because of this variety, along with the small cell frequencies, X^2 was not computed. However, a cursory view of these data indicates that there was no significant difference between groups with regards to the source of income.

Table 8 shows that no significant difference was found between groups in terms of the number of people who headed households and the number who did not.

TABLE 8

HOUSEHOLD STATUS BY SUB-GROUP*

Sub-group	Head	Non-Head	Total
EDO	12 (13.6)	24 (22.4)	36
LDO	16 (14.4)	22 (23.4)	38
TOTAL	28	46	74

*X^2 = .29 $P_{.05}$ = 3.84

df = 1

TABLE 9

RESIDENTIAL AREA BY SUB-GROUP*

Sub-group	Urban	Rural-Suburban	Total
EDO	28 (27.3)	8 (8.8)	26
LDO	28 (28.8)	10 (9.2)	38
TOTAL	56	18	74

*X^2 = .019, $P_{.05}$ = 3.84

df = 1

Table 9, Residential Area by Sub-group, shows that there was no significant difference between groups in terms of the number of the number of students who lived in the urban area and the number of students from the rural-suburban area.

Table 10 shows that there was no significant difference between the LDO's and EDO's in terms of composition by sex groups. In other words, comparable numbers of males and females were in each group.

TABLE 10

COMPARISON OF SEX GROUP COMPOSITIONS (EDO vs. LDO)*

Sub-group	Male	Female	Total
EDO	15 (13.6)	21 (22.4)	36
LDO	13 (14.4)	25 (23.6)	38
TOTAL	28	46	74

*X^2 = .17 $P_{.05}$ = 3.84

df = 1

Major Questions

The auxiliary questions relevant to this study will now be discussed. Question (1.) - How much variation between early dropouts and late dropouts can be attributed to self-concept and selected demographic variables?

Little variation was found between the two groups. The variation that was found was attributed to Moral Ethical Self and C.A.T. scores. EDO's did have a significantly higher Moral Ethical Self score than the LDO's. LDO's had significantly higher C.A.T. scores than the EDO's.

Tables 11 and 12 show that approximately 30% of the variance in self-concept, between early dropouts and late dropouts, was accounted for by the demographic and academic variables. These variables yield an F-ratio of 1.17, which is not significant at the .05 level, ($P_{.05}$ = 2.20). Tables 11 and 12 further show that the number of Significant Others and the support received in the form of encouragement exerted the largest effect on self-concept (R^2 = .226 and .302 respectively).

TABLE 11

REGRESSION ANALYSIS
FOR THE DEPENDENT VARIABLE
OF SELF-CONCEPT BY EDO/LDO

Independent Variables	Multiple R	R^2	Simple R	F
Age	.19359	.03748	.19359	.070
Income	.28902	.08353	.27688	2.669*
No. of Persons In Household	.30291	.09176	.12861	.205
No. of Courses Taken	.33208	.11028	.05774	.300
C.A.T. Score	.45089	.20330	-.24014	3.529*
No. of Days of Instruction	.45478	.20683	-.09643	.049
Expectations Score	.46023	.21181	-.06092	.062
Experience Score	.47089	.22174	-.15032	.025
Significant Others	.47494	.22557	-.12782	.148
Mean Support	.54920	.30162	-.30582	2.94*

Degrees of Freedom (Numerator = 10)

Degrees of Freedom (Denominator = 27)

$P_{.05} = 2.20$

*Significant at .05 level

TABLE 12

SUMMARY:
REGRESSION ANALYSIS
FOR THE DEPENDENT VARIABLE
OF SELF-CONCEPT BY EDO/LDO

Multiple R	R^2	Regression	Residual	F
.54920	.30162	10	27	1.166

$P_{.05} = 2.20$

Question (2.) - What was the number of course completions among the group of 74 students? Table 13 shows that eleven students out of the 74 completed a mean number of 1.6 courses each. Seven (7) students completed between .8 and 2.4 courses each. These students took an average of 46.09 hours of instruction to complete these courses. The mean C.A.T. score for all students completing the course was 10.36.

TABLE 13

COURSE COMPLETION STATISTICS (N=11)

Total Courses Completed	$\bar{X}$ Courses Completed	Sd	$\bar{X}$ Hours of Instruction	Sd	$\bar{X}$ C.A.T. Score	Sd
18	1.6	.8	46.09	14.3	10.36	3.07

For purposes of ascertaining the relationship between achievement and the other academic and demographic variables when self-concept is controlled, Table 14 was generated. This table indicates that academic achievement was not significantly related to any of the academic or demographic variables when self-concept was controlled.

TABLE 14

PARTIAL CORRELATION COEFFICIENTS:
C.A.T. SCORES VS DEMOGRAPHIC AND ACADEMIC VARIABLES
WITH SELF-CONCEPT CONTROLLED

Demographic Variables	Coefficient	Significance
Race	.002	.493
Age	.0005	.498
Income	.246	.018
Number of Persons in Household	-.108	.182
Number of Courses Taken	.151	.101
Expectations Score	.050	.337
Experience Score	.163	.078
Significant Others	-.085	.237
Mean Support	-.112	.174
Number of Days of Instruction	.063	.299

Degrees of Freedom = 71 $r = .23$ at $P_{.05}$

Question (3.) - What were the relationships among the variables studied? Table 15 reflects those intercorrelations involving self-concept and related demographic and academic variables. The values found in the matrix (Pearson r's) are those values that were found to be significant at the .05 level. Table 16 shows those correlations involving only the self-concept subscales.

TABLE 15

INTERCORRELATIONS OF SELF-CONCEPT, DEMOGRAPHIC AND ACADEMIC VARIABLES

	*1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1. Self Criticism																							.22327
2. Identity			.40177		.52791	.59976	.52520	.55554	.53219	.69869				.29061									
3. Self Satisfaction				.42079	.69677	.5595	.71401	.64211	.63693	.81941	-.40981												
4. Behavior					.55041	.56358	.55384	.5509	.50857	.63427	-.30881			.30776								-.24098	
5. Physical Self						.49123	.63191	.58336	.47934	.79996		.23553		.22390									
6. Moral Self							.46092	.56644	.53275	.78476			.21878	.31029							-.22377		
7. Personal Self								.58932	.55506	.81211	-.27127			.24369									
8. Family Self									.39941	.79232	-.27771	.22081	.05995	.29939									
9. Social Self										.75464	-.22395			.23921	-.32622								
10. Total Self											-.28336			.34779									
11. Total Variability												.44789											
12. Distribution																				.26453			
13. Age														.31146									
14. Income																							
15. No. of Dependents																							
16. No. of Courses																-.25151							
17. C.A.T. Score																							
18. Days of Instruction																							
19. Hours of Instruction																			.93962		.50354		
20. Expectations Score																					.47065		
21. Experience Score																							
22. Significant Others																							
23. X Support																							.48551

*These numbers represent the variables listed in the column at the left.

TABLE 16

INTERCORRELATIONS OF SELF-CONCEPT SCORES
FOR THE COLLEGE PREPARATORY POPULATION (CPP)

	*1	2	3	4	5	6	7	8	9	10	11	12
1. Self Criticism	1.000									.6987		
2. Identity			.4018		.5279	.5998	.5252	.5555	.5322	.8184	-.4098	
3. Self Satisfaction				.4208	.6968	.5595	.7140	.6421	.6369	.6943	-.3088	
4. Behavior					.5504	.5636	.5538	.5551	.5086	.8000		.2355
5. Physical Self						.4912	.6319	.5834	.4793	.7848		
6. Moral Ethical Self							.4609	.5664	.5328	.8121	-.2713	
7. Personal Self								.5893	.5551	.7923	-.2777	.2208
8. Family Self									.3994	.7546	-.2240	
9. Social Self											-.2834	
10. Total Self												.4479
11. Total Variability												
12. Distribution												

*These numbers represent the Self-Concept variables listed in the column on the left.

Special consideration should be given in explaining the high correlations found in several cases. Fitts (1965) stated that high intercorrelations were to be expected between the Total Self score and all of the other subscales with the exception of those subscales involving variability and definiteness (distribution score). These high correlations, such as .8184 found between Identity and Total Self, are due in part to the overlap of test items between scales. Scores on the subscales contribute to the Total Self score. The resulting correlations are part - whole correlations.

It should be noted that the only significant correlation involving Self-Criticism was the one with the Total Self score (.70). The definiteness variable (Distribution) was found to be positively correlated with Behavior, Personal Self, and Total Self.

Negative correlations were found only for those relationships involving the Variability or inconsistency variable. The amount or degree of inconsistency was found to be negatively correlated with Self Satisfaction, Behavior, Moral Ethical Self, Personal Self, Family Self, Social Self and Total Self, but positively correlated with definiteness. In other words, the more inconsistent one appeared in his perceptions of himself, the lower was his self-esteem and the more definite he appeared to be.

Table 15 reflects the following relationships between the academic and demographic variables: a .31 correlation between age and income; a -.25 correlation between the number of persons in the household and the number of courses taken; a .94 correlation between the number of days of instruction and the number of hours of instruction and a .49 correlation between the number of significant others the group identified and the mean support they received in the form of encouragement.

In other words, these correlations say the following: The older the CPP student was, the higher his income appeared to be; the larger the number of courses a person took, the smaller was the number of persons in his/her household; hours of instruction are almost directly related to the number of days a person attended school; the larger the number of persons a student identified as playing a significant part in his/her decision to enter school, the greater was the encouragement he/she received from those persons.

There were several of the demographic and academic variables that were significantly correlated with the self-concept variables. Age was found to be significantly related to the Moral Ethical Self ($r = .22$). Income was found to be positively correlated with the following: Identity ($r = .29$), Behavior ($r = .31$), Physical Self ($r = .22$), Moral Ethical Self ($r = .31$), Personal Self ($r = .24$), Family Self ($r = .30$), Social Self ($r = .24$) and Total Self ($r = .35$). All of this says that the greater the student's income, the higher his self-concept appeared to be.

A significant negative correlation was found between the number of significant others identified and Behavior (r = -.24). Since mean support was positively correlated with significant others, it appears that this says the larger the number of persons a student identified as being significant, the more encouragement he/she received, but the more negative he/she perceived his/her behavior. Additional support is found for this notion since a significant positive correlation was found between Mean Support (encouragement) the students stated they received and Self-Criticism (r = .22).

A significant negative correlation was found between the number of persons in a household and Social Self (r = -.33). This says that the larger the family, the lower was the students' sense of worth and adequacy in their social interactions with others.

Question (4.) - How much of the variance in persistence between early dropouts and late dropouts can be accounted for by the demographic and academic variables that were studied?

Tables 17 and 18 show that approximately 38% of the variance in persistence between early dropouts and late dropouts was accounted for by the 9 demographic and academic variables listed. Tables 17 and 18 further show that the number of significant others and mean support exert the largest effect on persistence. These same variables exerted the largest effect on self-concept.

TABLE 17

REGRESSION ANALYSIS
FOR THE DEPENDENT VARIABLE
OF PERSISTENCE (NUMBER OF DAYS OF INSTRUCTION) BY EDO/LDO

Independent Variables	Multiple R	R^2	Simple R	F*
Age	.22946	.05265	.22946	2.323**
Income	.36616	.13408	.32861	2.757**
Number of Persons In Household	.37660	.14183	.02921	.001
Number of Courses Taken	.38250	.14630	.07778	.530
C.A.T. Score	.41876	.17536	-.07606	1.502
Expectations Score	.42824	.18339	-.02618	.053
Experience Score	.43076	.18556	-.02723	.001
Significant Others	.50671	.25675	-.31330	.571
Mean Support	.61654	.38012	-.39342	5.174**

*Degrees of Freedom in Numerator = 9
*Degrees of Freedom in Denominator = 26
$P_{.05}$ = 2.27
** Significant at the .05 level

TABLE 18

SUMMARY:
REGRESSION ANALYSIS
FOR THE DEPENDENT VARIABLE
OF PERSISTENCE (NUMBER OF DAYS OF INSTRUCTION)
BY EDO/LDO

Multiple R	R^2	Regression	Residual	F*
.61654	.38012	9	26	1.77

*$P_{.05} = 2.27$

Based on the analysis of the data, the following can be concluded:

1. There were significant differences in self-concept between the norm group and the CPP group across all of the variables with the exception of self-satisfaction and definiteness.

2. The only significant difference in self-concept, between EDO's and LDO's, occurred in the moral ethical self subscale.

3. Across demographic and academic variables, EDO's differed significantly from LDO's in terms of C.A.T. scores, days and hours of instruction and experiences.

4. No significant differences between EDO's and LDO's were found in terms of the number of employed and unemployed students.

5. No significant difference was found between groups in terms of the number of people who headed households.

6. Age was positively correlated with moral ethical self.

7. Income was positively correlated with self-concept.

8. The support that the student received from Significant Others and income exerted the greatest effect on both self-concept and persistence.

Summary

The purpose of this study was to describe a group of 74 disadvantaged adults and ascertain empirically the differences between early dropouts and late dropouts at the Syracuse Educational Opportunity Center (S.E.O.C.) in terms of self-concept, selected demographic and academic variables, student expectations and student

experiences. The problem posed in this study grew out of the need to give attention to the attrition rate among this academically and economically disadvantaged clientele.

A group of 74 adult students, who enrolled in the College Preparatory Program at the S.E.O.C. between September 1977 and January 1978, were tested and administered questionnaires for the purpose of obtaining the data analyzed in this study. The data were analyzed through the use of the Statistical Packages For the Social Sciences Programs.

In brief, it appears that the adults who entered the college preparatory program at the Syracuse Educational Opportunity Center during 1977-78 possessed a number of personal characteristics when they entered the learning environment. Among these were low negative self-concept, low achievement, a low level of income and predispositions toward sporadic attendance and attrition. These characteristics render these adults at least "academically and economically disadvantaged".

The preponderance of negative characteristics suggest that two factors played a vital role in both the self-concept and persistence of students. These factors were "significant others" and the encouragement received from "significant others". These factors exerted the greatest effect on the variance that was accounted for between early dropouts and late dropouts. The following list comprises those individuals that were listed at least once by students as having been instrumental in their decision to enter the S.E.O.C.:

> Spouse, sister, mother, neighbor, friends, counselor (S.E.O.C.), employer, rehabilitation counselor, probation officer, Veterans Affairs officer, brother, minister, sister-in-law, brother-in-law, caseworker (Social Services), cousin, the media (television), girlfriend, boyfriend, teacher, and friend

Because the research literature supports the fact that self-concept is not unalterably fixed and is related to academic achievement, along with the findings in this study that "significant others" appear to help to determine whether a student persists or drops out, an excellent opportunity may exist for administrators of educational programs for "disadvantaged" adults. That opportunity is found in the fact that they can identify those "significant others", with the help of the student, and make them part of the team that is interested in improving the status of the student. It would appear that a team of interested persons would increase the probability of student success, or at least persistence, if they are committed to employing their personal resources (advice, contacts, and so forth) in assisting a student. This is not unheard of because churches and civic groups for years have donated scholarships and money to help send individuals to college. Maybe it is time to go beyond that and adopt a "big brother" approach for purposes of helping "disadvantaged" adults overcome their personal circumstances and implement personal development programs.

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NON-INTELLECTUAL CORRELATES OF ATTRITION AMONG DISADVANTAGED ADULTS

ABSTRACT

This study was a descriptive and comparative study focusing on selected demographic and academic variables, student expectations, student experiences and self-concept. Descriptive and inferential statistics were utilized as tools to do the following:

a. Describe a group of 74 disadvantaged adult students who enrolled in the college preparatory program at the Syracuse Educational Opportunity Center (S.E.O.C.) during the fall quarter (September 1977 through January 1978).

b. Describe the differences between two sub-groups (early dropouts and late dropouts).

c. Ascertain the variance between the groups across demographic and academic variables, self-concept and expectations.

Data for the study was collected using the Syracuse Educational Opportunity Center Application Form, The Tennessee Self-Concept Scale (T.S.C.S.), two researcher-developed questionnaires (Expectations and Experience) and a researcher-developed scale (Significant Others Scale). Appropriate tests of significance were applied for the purpose of determining the nature of relationships among the variables studied.

The results of the study indicate that:

1. There were significant differences in self-concept between the College Preparatory group and the Norm group of the T.S.C.S. across the subscales of self-criticism, identity, behavior, total variability and definiteness.

2. There were no significant differences between student expectations and student experiences.

3. In terms of self-concept, early dropouts (EDO's) differed significantly from late dropouts (LDO's) only across the moral ethical self subscale.

4. Across demographic and academic variables, early dropouts differed significantly from late dropouts in terms of California Achievement scores, the number of days and hours of instruction and experiences.

5. No significant difference between EDO's and LDO's were found in terms of the number of employed and unemployed students.

6. No significant difference was found between EDO's and LDO's in terms of the number of people who headed households.